DOCUMENT RESUME

ED 263 805 HE 018 847

AUTHOR Kazem, Mohamed I.
TITLE Development of University Students' Values in Ten Years. Follow Up Study.
PUB DATE 80
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Arabs; *Attitude Change; *College Graduates; *College Students; Egocentrism; Followup Studies; *Foreign Countries; Higher Education; Longitudinal Studies; Moral Values; Sex Differences; Social Values; Student Attitudes; Trend Analysis; *Values
IDENTIFIERS Arabian Gulf Region; Middle East; *Qatar

ABSTRACT

Trends in values development over 10 years were studied with university students/graduates of the University of Qatar, which is located in the Western Arabian Gulf. In order to define and identify values, content analysis of student autobiographies was conducted for 60 students in their last 2 academic years. Autobiographies by each student were completed in 1957, 1962, and 1967. After analyzing content and validity and reliability, percentiles for students' values were obtained, and values were classified on the variables of sex, time, and sex-time interaction. The percentage ratio of each value composite was compared after rank ordering. The following types of values were assessed: moral, social, egotistic, security, physical, recreational, practical, and cognitive. The following value categories were given less status in the later stages of the research than in the early stages: egotism, security, physical, recreational, and cognitive. Male students ranked higher than female students in the physical and practical value categories. In addition, significant differences were found in the sex-time interaction for the social and physical value categories. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FOLLOW UP STUDY
DEVELOPMENT OF UNIVERSITY STUDENTS' VALUES
IN TEN YEARS

ED263805

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Univ. of Qatar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Prof. Dr. Mohamed I. Kazem
Professor of Education
and
President of the University of Qatar

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

INTRODUCTION

Values are defined as standards, criteria, or measures of behaviour to be attained, and against these criteria the desirable and the non-desirable can be defined.

In this sense values are instrumental; guiding individual as well as societal behaviour.

Higher institute and university students constitute, in value formation, an important societal sector since they assume major responsibilities toward progress and its consequences.

For this reason the researcher began a follow-up study of the development of values in the student sector with the aim of providing researchers and authorities with findings and documents that include significant indices. These indices are of potential interest to social planners who are engaged in development in its broad sense.

Undoubtedly, to base development plans on solid principles, on sound mobilizing efforts, and on the intention to provide supportive environment requires values functioning

LB 1028 .K47

homogeneously so that a healthy, active social interaction is effected. Moreover, progressive values are required, so that positive social forces and potentialities are set in motion and energized.

To begin discussion of the study, it is necessary to define the terms of the original study and the nature of follow-up research on value change. Both phases of the research have been carried out in order to understand trends in value development and to analyze ways in which future change might be controlled and guided so as to achieve whatever objectives are deemed appropriate for society.

RESEARCH PLAN

In order to define and identify values, the Content Analysis methodology was used to study "autobiographies" collected from a sample of 60 (male/female) higher institute and university students in their last two academic years. The sample was divided into three groups, of homogeneous structure. Autobiographies of each member of each group were collected at equal intervals of five years each, i.e., in 1957, 1962, and 1967. The number of male students was equal to the female students in each of the three groups. The same method and instructions were observed. The researcher gathered as many autobiographies as possible; then, out of this pool, a number of samples was selected. To ensure that these autobiographies were written with spontaneity and complete freedom, instructions were made quite flexible; there were no time or place restrictions. Anonymity was guaranteed.

Each response took six to ten pages.

The selection of the samples (autobiographies), being the source of research data, was made in terms of the following considerations:

(a) amount of material,
(b) reference to values (implicit/explicit),
(c) degree of interest and co-operation the subject manifests in his writing,
(d) spontaneous expression of thought and ideas.

The Content Analysis method implemented in processing the data is highly reliable and valid. Reliability was confirmed internally and externally. Validity was considered in terms of the autobiographies being a description of different situations and incidents that involved issues of self-concept and evaluation. Even in the selection and processing of incidents, the giving preference to some incidents through emphasizing related elements and the rejection of others, the writer projects his prominent values and attitudes. That is, he manifests his value system.

However, this paper is not concerned with the clinical aspect of the issue, it is rather concerned with its social aspect, where various elements in the value systems of the members of a group get integrated into one value system for the whole group. In accordance with this line of reasoning it was assumed that the sample, small as it is, was adequate to point out the prominent values of the group.

Analysis as a method can define and specify values embodied in the ideas and manifested in the lines of thought taken by the writer. Analytic treatment of the data provides ways of weighing values in an objective and reliable way.

Content Analysis as a method has the following characteristics.

1. Methodology: (systematization)

   Analysis of content is based on operationally defined steps, yielding clarity and consistency,

and integrity of all the elements constituting the whole "structure."

2. Comprehensiveness:

Without a systematic approach it would be quite impossible to define in a specific way those values embodied in expressions and incidents unintentionally selected or exaggerated by the writer. This method also leaves the door open for taking in new values, which is not possible in value tests as they predetermine the areas and types of values to be measured.

3. Comparability:

Since the method used in this research for analyzing the values is basically quantitative, comparison within and between value systems is possible.

After analyzing the content, considering validity and reliability, quantitative estimation is computed for the individual's values, and percentiles are obtained. Dispersion of group values is drawn, then factorial design 2X3 is used to analyze variance between the eleven value composites, according to which values are classified in terms of the variables of sex/time/sex-time interaction.

In all cases the "Bartlett" test is used to confirm homogeneity of variances. Sometimes it was necessary to resort to deriving the square roots.

The detailed study of value composites was done by comparing the percentage ratio of each composite after rank ordering.

RESULTS

I Moral Value Category:

No difference has been found in the sample that could be attributed to the sex, time, or sex-time interactions. However, the detailed study of the components of this group gives the following findings.

(a) Religion value was asserted in 1962, receiving even more assertion in 1967, thus eliminating the anti-religion value.
(b) Truthfulness value tended to diminish in 1962, and vanished completely in 1967.
(c) Morality value tended to decline in 1962, but reasserted itself in 1967.
(d) Tradition value asserted itself in 1962, together with the appearance of a new trend toward anti-tradition. However, in 1967, a new development occurred: the tradition as well as the anti-tradition value began to decline.
(e) In 1962 obedience declined and anti-obedience was asserted. In 1967 obedience was asserted and anti-obedience diminished.
(f) Purity was asserted in 1962, gaining more assertion in 1967.

II Social Value Category (I):

No difference was found that could be attributed to the variables of time, sex, or interaction.

Considering the components of this category it was found that:

(a) generosity maintained its rank order in 1962, but declined in 1967;
(b) kindness maintained its rank order in 1962 but diminished in 1967;

(c) a slight supportive trend for manners was noticed in 1962 and continued in 1967;
(d) family relationships diminished in 1962, and returned to assert itself in 1967;
(e) in 1962 tolerance was asserted, anti-tolerance diminished; but in 1967 there was a new development in the opposite direction;
(f) conformity as well as anti-conformity asserted itself in 1962, but in 1967 both diminished;
(g) pleasant person, diminished in 1962, made an assertion in 1967;
(h) reticence declined and anti-reticence asserted itself in 1962 - in 1967 the direction was reversed;
(i) modesty diminished in 1962, but asserted itself in 1967;
(j) patience, diminished in 1962, was asserted in 1967.

III Social Value Category (II):

No difference attributable to variables of sex or time were noted. However, a significant difference was observed due to sex-time interaction.

Detailed study of components.

(a) Family love maintained its rank order in 1962 and 1967. In 1962 anti-family love value was asserted, but began to diminish in 1967.
(b) Sex love kept its rank order in 1962; its counter value was also asserted in 1962 but diminished in 1967.
(c) Friendship kept its rank order in 1962; tended to gain a higher rank in 1967.

(d) In 1962 country love received no assertion, but began to gain some assertion in 1967.

IV Egotistic Value Category (I):

Some significant difference was noted in the sample that could be attributed to the variable of time. The category moved to a lower rank than it had held before in 1957. No difference due to variables of sex or of interaction were noted.

Detailed study of components.

(a) Wisdom-cleverness maintained its rank in 1962, but suffered in 1967.
(b) Appearance value was asserted in 1962, but deteriorated in 1967.
(c) Determination dropped in 1962 and anti-determination disappeared, but determination made such an assertion in 1967 that it ranked at the top level of the category, and anti-determination made its appearance once more.
(d) Courage, diminished in 1962, diminished more in 1967.
(e) Strength asserted itself in 1962, but diminished in 1967.

V Egotistic Value Category (II):

No difference attributable to all three variables of sex/time/or interaction was found.

The detailed consideration of the components yielded the following.

(a) Recognition greatly diminished in 1962; re-asserted itself in 1967, but did not retrieve its former rank.

(b) Achievement maintained its rank in 1962 through 1967.

(c) Both independence and anti-independence were asserted in 1962, but in 1967 independence greatly deteriorated, while anti-independence kept its rank.

(d) Aggression diminished in 1962, maintained its rank in 1967; whereas anti-aggression rose in 1962, and regained this rank in 1967.

(e) Self-regard was asserted in 1962 and gained even more assertion in 1967.

(f) Dominance gained some assertion in 1962; more in 1967.

VI Security Value Category:

It was found that security value had in 1962 the same degree of assertion it had had in 1957, but in 1967 its rank fell. No difference due to variables of sex or interaction were noted.

VII Physical Value Category:

Significant difference was found due to the variable time, and the category suffered more deterioration. It was also found that male students ranked higher than female students. Moreover, significant difference was noted which was attributable to sex X time interaction.

Study of components in detail yield the following.

(a) Comfort value lowered in 1962, deteriorated still further in 1967.

(b) Activity diminished in 1962, but headed the category in 1967.

(c) Health value made some assertion in 1962, more in 1967.

VIII Recreational Value Category:

Significant difference was noted due to time; the category moved lower than it used to be. No difference was noted which was attributable to sex or interaction. Considering the components of the category it appears that:

(a) new experience retained the position it had in 1962/1967, but it was open to threat which could drag it to a lower rank.
(b) Self-expression asserted itself in 1962 and 1967.
(c) Excitement maintained its previous rank order in 1962/1967.
(d) Humour asserted itself in 1962, gained more assertion in 1967.

IX Practical Value Category:

No difference was found attributable to variables of time or time X sex interaction. However, difference was found due to sex: practicality meant a lot more to male students.

Detailed study of its components.

(a) Economic value did not assert itself in 1962, but regained its rank order in 1967.
(b) Practicality received more assertion in 1962, but lost some degrees of assertion in 1967 while keeping its previous rank.
(c) Work diminished in importance, 1962 through 1967.
(d) Ownership moved to a lower rank order in 1962, but regained its importance in 1967.

X Cognitive Value Category:

Significant difference was found attributable to the time variable, as predicted. No difference was noted due to sex or interaction.

XI Miscellaneous Value Category:

No difference was noted which was attributable to time, but this composite received more assertion than it had had before. No difference due to sex or time X sex interaction was noted.

Study of components in detail leads to the following conclusions.

(a) Adjustment got more attention in 1962, less in 1967. But it maintained its relative rank order.
(b) Carefulness diminished in 1962 but began to rise to a higher level in 1967.
(c) Satisfaction moved to a lower rank in 1962, but made a rapid rise in 1967.
(d) Cleanliness moved to a lower rank in 1962, and was lower still in 1967.
(e) Culture made a rise in 1962, but made a comparative retreat in 1967.

SUMMARY

Values are levels, criteria or measures of behaviour to be attained, or to be implemented in defining what is desirable or not desirable. Therefore they provide essential guidance and judgement of the individual as well as societal behaviour. Society in modern times is always subject to such rapid change that normal value development processes are not sufficently able to respond or to keep pace with technological development at the world or local levels. The result is that society, as might be expected, will have inevitable problems of the sort which render development plans

inactive or at least check their progress. Thus, value studies have to be made, and their results have to be considered in any social or development planning.

Since future leadership emerges from among higher institute and university students, this paper was concerned with following up the prominent values of a sample of these students throughout ten years, aiming at providing research workers as well as present leadership with significant indicators of the evolution (development) of values. It is believed these indicators can assist in evaluating the present social structure, preparatory to making provision for training programmes related to the development of values.

The results obtained from this study point out that value development is progressing, but this evolution lacks regularity and consistency. That is, the functional values do not develop as they should, and other values do not function yet are still asserted.

Broadly speaking, the results of this paper could be summed up in the following points.

(a) The following value categories were given less status than they used to have in the earlier stages of the research:

(1) Egotism Value Category (I),
(2) Security Value Category,
(3) Physical Value Cetegory,
(4) Recreational Value Category,
(5) Cognitive Value Category.

(b) The Miscellaneous Value Category acquired rank higher than it used to have in the earlier stage of the research.

(c) Male students ranked higher than female students in Physical and Practical Value Categories.

(d) Significant difference was found in sex X time interaction as manifested in:

(1) Social Value Category,

(2) Physical Value Category.

.oOo.

(1980)